

Quilts Across Cultures and for Many Reasons

By: Ideas borrowed from many educators: Mt. Comfort Elementary School, Jean Marr, Margaret Harshfield

Purpose: In order for students to understand the impact of quilts throughout history and across cultures, several books will be read and an artistic activity will be conducted.

Grade Level(s): 2-4 (the picture books may seem a bit simple for 4th grade but the purpose is solid)

Estimated Time: approximately 2-4 to allow books read by the teacher and discussed with the students plus at least one hour for the construction of paper quilt squares.

Objectives: Upon completion of the entire activity, students will

1. understand the traditional purpose of quilts,
2. understand the resources utilized to make quilts, and
3. understand the techniques needed to create a quilt.

National Geography Standards:

15. How physical systems affect human systems.
16. The changes that occur in the meaning, use, distribution, and importance of resources.
17. How to apply geography to interpret the past.

Indiana Academic Standards:

Social Studies, 2nd Grade:

- 2.1.1 Listen to historical stories and compare daily life in the past and present. (history)
- 2.3.7 Use a variety of information resources to identify ways that the physical environment influences human activities in the community. (geography)
- 2.4.1 Define the three types of productive resources (human, natural, capital) and identify productive resources used to produce goods and services in the community. (history)

3rd Grade:

- 3.1.6 Read fiction and non-fiction stories to identify the qualities of leaders, soldiers, presidents, teachers, and inventors.
- 3.3.3 Explain that regions are areas which have similar physical and cultural characteristics.
- 3.4.1 Give examples from the local community that illustrate the scarcity of productive resources. Explain how this scarcity requires people to make choices and incur opportunity costs.
- 3.4.3 Give examples of trade in the local community, and explain how trade benefits both parties.

Language Arts, 2nd Grade:

- 2.2.3 Use knowledge of the author's purpose(s) to comprehend informational text.
- 2.2.4 Ask and respond to questions (*when, who, where, why, what if, how*) to aid comprehension about important elements of informational texts.
- 2.2.5 Restate facts and details or summarize the main idea in the text to clarify and organize ideas.
- 2.2.6 Recognize cause-and-effect relationships in a text.
- 2.3.6 Recognize the difference between fantasy and reality.
- 2.3.7 Identify the meaning or lesson of a story.
- 2.4.1 Create a list of ideas for writing.
- 2.4.2 Organize related ideas together to maintain a consistent focus.
- 2.4.3 Find ideas for writing stories and descriptions in pictures or books.
- 2.4.4 Understand the purposes of various reference materials (such as a dictionary, thesaurus, or atlas).
- 2.4.5 Use a computer to draft, revise, and publish writing.
- 2.4.6 Review, evaluate, and revise writing for meaning and clarity.
- 2.5.2 Write a brief description of a familiar object, person, place, or event that develops a main idea and uses details to support the main idea.
- 2.5.5 Use descriptive words when writing.
- 2.5.7 Write responses to literature that demonstrate an understanding of what is read and support statements

with evidence from the text.

- 2.6.1 Form letters correctly and space words and sentences properly so that writing can be read easily by another person.
- 2.7.3 Paraphrase (restate in own words) information that has been shared orally by others.
- 2.7.4 Give and follow three- and four-step oral directions.

3rd Grade:

- 3.3.4 Determine the theme or author's message in fiction and nonfiction text.
- 3.3.7 Compare and contrast versions of the same stories from different cultures.
- 3.3.8 Identify the problem and solutions in a story.
- 3.4.1 Find ideas for writing stories and descriptions in conversations with others; in books, magazines, or school textbooks; or on the Internet.
- 3.4.3 Create single paragraphs with topic sentences and simple supporting facts and details.
- 3.4.9 Organize related ideas together within a paragraph to maintain a consistent focus.
- 3.4.5 Use a computer to draft, revise, and publish writing.
- 3.4.6 Review, evaluate, and revise writing for meaning and clarity.
- 3.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.
- 3.4.8 Revise writing for others to read, improving the focus and progression of ideas.
- 3.5.1 Write narratives that provide a context within which an action takes place or include details to develop the plot.
- 3.5.4 Use varied word choices to make writing interesting.
- 3.5.7 Write responses to literature that demonstrate an understanding of what is read and support statements with evidence from the text.
- 3.5 English Language Conventions (all indicators utilized)

4th Grade:

- 4.2.9 Recognize main ideas and supporting details presented in expository (informational texts).
- 4.2.6 Distinguish between cause and effect and between fact and opinion in informational text.
- 4.3.4 Compare and contrast tales from different cultures by tracing the adventures of one character type. Tell why there are similar tales in different cultures.
- 4.4.3 Write informational pieces with multiple paragraphs.
- 4.4.4 Use logical organizational structures for providing information in writing, such as chronological order, cause and effect, similarity and difference, and posing and answering a question.
- 4.4.10 Review, evaluate, and revise writing for meaning and clarity.
- 4.4.11 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 4.4.12 Revise writing by combining and moving sentences and paragraphs to improve the focus and progression of ideas.
- 4.5.1 Write narratives that include ideas, observations, or memories of an event or experience; provide a context to allow the reader to imagine the world of the event or experience; use concrete sensory details.
- 4.5.2 Write responses to literature that demonstrate an understanding of a literary work; support statements with evidence from the text.
- 4.5.5 Use varied word choices to make writing interesting.
- 4.6 English Language Convention (all indicators utilized)

Visual Arts, 2nd Grade: (assuming that the quilt/textile is a visual art/artifact)

- 2.1.1 Identify connections between works of art and artifacts and the culture from which they originated.
- 2.1.3 Identify similar subject matter in works of art from various cultures and time periods.
- 2.7.1 Demonstrate refined observational skills in the production of artwork.
- 2.7.2 Create artwork about self, family, pets, and personal experiences.
- 2.7.3 Create and use symbols in their work to communicate meaning.

3rd Grade:

- 3.1.1 Identify visual clues in works of art and artifacts that reflect characteristics of a given culture and speculate on where, when, and by whom the work was made.
- 3.1.2 Speculate on the function or purpose of a work of art and make connections to the culture.
- 3.1.3 Identify themes and symbols in works of art from various cultures and time-periods.
- 3.7.1 Demonstrate observational skills in the production of artwork.
- 3.7.2 Create artwork that communicates personal ideas and experiences.

- 3.8.1 Apply elements (lines, shape, form, texture, color, and space) and principles (repetition, variety, rhythm, proportion, movement, balance, emphasis) in their work that effectively communicates their ideas.
 - 3.10.1 Demonstrate evidence of reflection, refinement, and care in completion of work.
- 4th Grade:*
- 4.1.1 Identify the relationship between a work of art and the geography and characteristics of the culture; and identify where, when, and by whom the work was made (focus on Indiana history).
 - 4.1.3 Identify symbols or icons in works of art (Indiana focus).
 - 4.7.1 Demonstrate refined observational skills in their work.
 - 4.7.2 Create a work that communicates personal ideas, experiences, or emotions.
 - 4.7.3 Identify and use a variety of symbols and subject matter that clearly communicate ideas.
 - 4.8.1 Apply elements (lines, shape, form, texture, color, and space) and principles (repetition, variety, rhythm, proportion, movement, balance, emphasis) in their work that effectively communicates their ideas.
 - 4.10.1 Demonstrate the ability to successfully generate an idea, select and refine an idea, and execute the idea.
 - 4.10.2 Demonstrate respect for their work and the work of others.

Materials Required:

- the following books (or others that you may know of): (at least 4)
 - Papa and the Pioneer Quilt (by Jean Van Leeuwen)
 - Sweet Clara and the Freedom Quilt (by Deborah Hopkinson)
 - The Promise Quilt (by Candice F. Ransom)
 - The Name Quilt (by Phyllis Root)
 - Martha Ann's Quilt for Queen Victoria (by Kyra E. Hicks)
 - The Patchwork Path (by Bettye Stroud)
 - The Tsunami Quilt (by Anthony D. Fredericks)
 - Oma's Quilt (by Paulette Bourgeois)
- flip chart
- lots of construction paper with various colors
- scissors
- glue
- yarn/trim/twigs/magazines/other resources to be incorporated (for 4th grade students more diverse media may be utilized)
- parent/guardian volunteers

Key Words: quilt, textile, pioneer, square, underground, railroad, freedom, resources, purpose

Background/Preparation Time: The educator will need to collect several of the books mentioned above and will need to preview for appropriate use with their students. The educator will also need to gather the supplies for making a quilt (paper, fabric or other materials), and the educator will need to arrange for volunteer assistance. It helps if the educator creates the initial quilt squares (10"x10") upon which the students will make their creations.

IF POSSIBLE, gain the support of the art educator who can help incorporate appropriate visual arts terminology and philosophies.

Procedures:

1. Ask the students "What can a quilt be used for?"; Does anyone have a quilt at their home? Discussion may also include "who" made the quilt or "where" did the quilt come from. What types of resources (materials) is the quilt made with. Further discussion may take place but always maintain the focus on the purpose for the quilt, the history of the quilt, or the materials (resources) utilized in the quilt.
2. Read the book, Papa and the Pioneer Quilt to the class. Discuss, and log information onto a flip chart, the quilt (purpose, materials, meaning). Utilize terms such as natural/human resources, scarcity and trade in relation to the books.
3. Read either Sweet Clara and the Freedom Quilt OR The Patchwork Path. Discuss, and log information onto a flip chart, the quilt (purpose, materials, meaning).

4. Read either The Name Quilt, The Tsunami Quilt, OR Martha Ann's Quilt for Queen Victoria. Discuss, and log information onto a flip chart, the quilt (purpose, materials, meaning).
5. After the books have been read, as a group create a *summary* of the information logged previously (onto another sheet of paper from the flip chart).
6. A large paper (or fabric) quilt will be made. The students will each be creating and making a 10"x10" quilt square, which will become part of the larger quilt. Have the students brainstorm ideas about possible designs (simpler works better). Use the term *human resources* to help students better understand their role in the making of the quilt.
7. Distribute the pattern 10"x10" quilt square. Then, have the students cut paper (fabric or other *natural/capital resources*), use glue and scissors to create their quilt squares. Remind them to take their time and to enjoy the project and to BE NEAT! Make sure that the students sign their squares!!
8. Once all of the quilt squares are complete (and dried), the educator will tape the backs of the squares together to create one large quilt.
9. Each student will write a one to three paragraph (dependent upon grade and ability) explanation of their quilt square.
10. Display the quilt for everyone to view.

Assessment/Evaluation:

1. Evaluate the quilt square on the following rubric: use of more than three colors (textures); pattern/image conveys time taken to create and to be neat; include name; stay within the 10"x10" square.
2. Evaluate the written explanation based on the following: 3-5 sentences per paragraph; each paragraph focus on one theme (purpose, materials, meaning) and clearly explained; each paragraph contains one to three points about the theme; introductory and summary sentences appropriate.

Adaptations/Extentions:

1. Students at Mt. Comfort Elementary School in Hancock County undertake this project focusing on the pioneer/movement west where each square represents the students' visions of westward movement.
2. Visit the Conner Prairie Living History Museum website depicting the digitized images of quilts and textiles from their collection. Descriptions plus images (with close-up details) are available. OR take a field trip to Conner Prairie to study quilts and textiles in person. THANKS to IUPUI's Digital Collections Team: <http://indiamond6.ulib.iupui.edu/CPQuilts>
3. Purchase quilt square kits (or other textile kits) from Conner Prairie Gift Shop: Beginning Quilting Kit, Ring Knitter, My First Knitting Set, My First Crochet Set, My First Weaving Loom, Children's Early American Crafts, Early American Peg Loom and many others.
<http://www.connerprairie.org/planyourvisit/shopping>
4. Invite a local quilter to the classroom to talk about quilting (why, resources, purpose, meaning) and to display a few of their quilts.
5. Conduct additional textile activities and research. For example, a project available on-line entitled "Art and Life in Africa Project" (available on a CD) has two activities that would be appropriate, one entitled "Symbols in Textiles" (www.uiowa.edu/~africart/teachers/lessons/010.html) and another entitled "Creating Patterns on Textiles" (www.uiowa.edu/~africart/teachers/lessons/028.html). The first activity focuses on viewing and understanding symbols; the second activity focuses on creating patterns on cloth and comparing clothing (western to African via the CD).

Resources:

1. Papa and the Pioneer Quilt (by Jean Van Leeuwen); **ISBN-10:** 0803730284
2. Sweet Clara and the Freedom Quilt (by Deborah Hopkinson); **ISBN-10:** 0679823115
3. The Promise Quilt (by Candice F. Ransom); **ISBN-10:** 0802776485
4. The Name Quilt (by Phyllis Root); **ISBN-10:** 0374354847
5. Martha Ann's Quilt for Queen Victoria (by Kyra E. Hicks); **ISBN-10:** 1933285591
6. The Patchwork Path (by Bettye Stroud); **ISBN-10:** 0763635197
7. The Tsunami Quilt (by Anthony D. Fredericks); **ISBN-10:** 1585363138
8. Oma's Quilt (by Paulette Bourgeois); **ISBN-10:** 1553376250

9. Conner Prairie Living History Museum - 13400 Allisonville Road, Fishers IN 46038; 317.776.6000 OR 1.800.966.1836; <http://www.connerprairie.org/>; To purchase **Gift Shop** items visit = <http://www.connerprairie.org/planyourvisit/shopping>, or by phone = 317.776.6000, or in person.